

Concord University Department of Education – Educator Disposition Assessment (EDA) Policy

Teacher Education majors are informed of the use and purpose of the EDA in coursework prior to admission into the teacher education program, in the student handbook, and in other materials published by the college/school/department. Candidates are aware that the dispositions identified on the EDA are categorized descriptions of teacher behavior that affect positive influence in the professional setting and promote gains in P-12 student learning. They are aware that a score of “0” on any disposition indicates insufficient demonstration of a given dispositional trait. The first exposure to the EDA is in the introductory education course with subsequent discussions and activities regarding dispositions and their importance in the classroom. The EDA is then administered within the introductory (EDUC 210) course, the methods block, and again during student teaching. Should a candidate’s disposition become a concern outside the scheduled checkpoints, education faculty can elect to assess a candidate’s disposition at any other time.

The application into the program requires applicants read and sign the following statement and include it within the application portfolio within Livetext:

Application Statement

Applicants are asked to sign this statement indicating they understand & accept the content and purpose of the EDA:

The applicant acknowledges that dispositions identified in The Educator Disposition Assessment (EDA) apply to the university setting, courses, early practicum experiences, and the final internship. The applicant recognizes that a strong correlation exists between the dispositions of teachers and the quality of their students’ learning. The applicant knows that teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, possess the professional dispositions outlined in the EDA. The applicant is aware his/her professional dispositions will be assessed throughout the teacher education program and will have a bearing on decisions made regarding eligibility to complete the education program in a successful manner.

Applicant signature: _____ **Date:** _____

Candidate Intervention/Remediation

The evaluation of dispositions must include performance feedback to students when issues or concerns are raised followed with an intervention/remediation plan for professional development. The following describes how the intervention/remediation will occur within the department of education at Concord University:

Receiving an unacceptable dispositional rating in the EDA is taken seriously by the department of education. The candidate receiving an unacceptable dispositional rating will be assigned one of the following action plans at the discretion of education department faculty, depending on perceived severity of the disposition in question. Interventions are intended to help the candidate achieve the expected targets and benchmarks required to successfully complete the education program.

- 1) Conference without Formal Improvement Plan (FIP): This level of intervention is handled by the course professor, director of clinical experiences, or department chair directly with the candidate by recommending specific actions the candidate must take in order to improve the disposition/s where an unacceptable rating was assigned. A follow-up conference will be held at the discretion of education department faculty to determine if the disposition concern has been improved. Should a candidate not agree to comply with the assigned interventions, the Formal Improvement Plan intervention process will be initiated.
- 2) Conference with Formal Improvement Plan (FIP) with Admission, Retention, and Dismissal (ARD) Committee: This level of intervention is handled by the Admission, Retention, and Dismissal committee within the Department of Education. This committee consists of the department chair, director of clinical experiences, and faculty member/s. Intervention or remedial activities may include, but are not limited to, reduced course load, audit of same course, and guided study. Intervention/remediation could also require enrollment in a zero (0) credit hour course: EDUC 220: Special Topic - Professional Development. Interventions will be documented on the Candidate Formal Intervention Plan form.

The Candidate FIP form is completed by the ARD Committee. Completed FIP forms are placed in the candidate’s departmental file and a record is noted on the students advising record. If necessary, the ARD Committee will complete an Outcome, Result of Intervention, Remediation (ORIR) Form depending upon the completed FIP. Completed ORIR forms are placed in the candidate’s departmental file and a record is noted on the students advising record. Students will be provided with copies of all completed EDA, FIP and ORIR forms.

If a student/candidate receives an Educator Disposition Assessment for the same dispositional concern more than once, they will be required to attend a conference with the ARD Committee, and a Formal Plan of Improvement will be developed.

If the student/candidate dispositions fail to improve, the Admission, Retention, and Dismissal Committee has the option of dismissing the individual from the program.

Candidate Formal Improvement Plan (FIP)

Candidate: _____ **Major:** _____ **Date:** _____

Reason for Intervention/Remediation:

Intervention/Remediation Plan:

Plan of Action (select all that apply):

- _____ Candidate progresses in the Teacher Education Program
- _____ Candidate is dismissed from the Teacher Education Program
- _____ Other (please explain below)

Additional comments regarding Plan of Action selected above:

I have read and understand the Candidate Formal Improvement Plan and its full implications regarding my continued progress in the Teacher Education Program at Concord University.

Candidate's Signature: _____ Date: _____

Faculty Issuing Rating Leading to Remediation Signature: _____ Date: _____

Admission, Retention, and Dismissal (ARD) Committee Signature/s:

Department Chair: _____ Date: _____

Director of Clinical Experiences: _____ Date: _____

Faculty Member: _____ Date: _____

Candidate Outcomes, Results of Intervention, Remediation Plan (ORIR)

Candidate: _____ **Major:** _____ **Date:** _____

Outcomes, Results of Intervention, Remediation (select all that apply)

_____ Candidate met requirements of the plan at an acceptable level:

_____ Candidate failed to meet requirements of the plan at an acceptable level:

_____ Other (please explain below

Additional comments regarding Outcomes, Results of Intervention, Remediation option selected above:

I have read and understand the Candidate Outcomes, Results of Intervention, Remediation Plan and its full implications regarding my continued progress in the Teacher Education Program at Concord University.

Candidate's Signature: _____ Date: _____

Faculty Issuing Rating Leading to Remediation Signature: _____ Date: _____

Admission, Retention, and Dismissal (ARD) Committee Signature/s:

Department Chair: _____ Date: _____

Director of Clinical Experiences: _____ Date: _____

Faculty Member: _____ Date: _____